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ABSTRACT

This unit of instruction is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional materials needed to guide and assist inservice vocational teachers in improving professional teaching competencies. This unit on student vocational organizations contains lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of 3 hours of inservice training on the subject. The two lesson plans contain names and addresses of national vocational organizations as well as purposes for each and suggestions for implementing their programs in the vocational classroom. Included in the lesson plans are student learning objectives, materials and equipment needed, introduction, learning activities with suggested dialogue, application (drill, illustration, questions, participation in discussion, and so forth), evaluation, and summary. Directions for using this instructional inservice unit are included in the package. (KC)

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STUDENT VOCATIONAL ORGANIZATIONS

DEVELOPED BY

SHARON L. SULLIVAN

JULY, 1980

Comprehensive Vocational Teacher Education Program
for the Mississippi ARC Region

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In-Service Instructional Unit IIG

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FOREWORD

This unit of instruction is one of a series developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC Region to provide teacher educators, vocational directors, teachers and other appropriate individuals with some basic instructional material needed to guide and assist inservice vocational teachers in improving professional teaching competencies. The competencies addressed are those which have been identified and validated as being important to successful vocational teachers. Individual unit titles were selected on the basis of a comprehensive needs assessment inventory completed by over 200 inservice vocational teachers of the Mississippi ARC Region.

Each unit contains the lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of three hours of inservice training on the subject. The material contained in each unit was thoroughly researched and field tested before inservice vocational teachers, teacher educators and vocational directors before being published and is considered appropriate for teachers in all occupational areas and at both the secondary and postsecondary levels of instruction.

Special recognition for major roles in the direction, development, coordination, and testing of these instructional units is extended to: Mr. Elwyn Wheat, Director of Vocational and Technical Education, Mississippi State Department of Education, who conceived the idea of the Comprehensive Vocational Teacher Education Program; the twelve member Program Steering Committee which so ably assisted in identifying inservice teacher needs and

priorities; the graduate interns and assistants of the Department of Industrial and Occupational Education, Mississippi State University who researched, developed and field tested the units; the vocational directors and teachers of the Mississippi ARC Region who participated in the field testing; and Gerald A. Richardson, the Associate Project Director, who coordinated and supervised the development of these instructional units. Sincere appreciation is also extended to the Appalachian Regional Commission for the funding and sponsorship of this project.

Harry D. Holloway
Project Director

HOW TO USE THIS INSTRUCTIONAL UNIT

1. This instructional unit is developed to provide sufficient material for a three hour inservice training session. The comprehensiveness of each lesson will depend upon the class time available and the total preparation of the teacher.
2. Teachers should carefully study each lesson plan, teaching aid, instructional sheet and transparency before attempting to use them. Since each lesson is planned around material found in the references, it is suggested that the references be studied if possible.
3. The lesson plans are intended as guides for assisting the teacher. However, they are flexible enough to allow the teachers to inject their own personality and techniques into the lesson.
4. It is suggested that the teacher follow five stages in teaching: preparation, presentation, application, verification, and summary. The presentation and application stages can often be combined and the summary may be used at any point in the lesson.
5. Coding of teaching aids, instructional sheets, transparencies and evaluation instruments.
   a. Units of instruction are designated by Roman Numerals and capital letters (IA, IB, IIA, IIB, etc.).
   b. Lesson plans are designated by capital letters (A, B, C, etc.).
   c. Teaching aids are designated by (A) and an arabic numeral and coded to the lesson with which it will be used.

      Example: The first teaching aid for the second lesson in unit IIIA would be coded IIIA-B-(A1).

d. Instructional sheets are designated by (I) and an arabic numeral and coded to the lesson with which it will be used.

   Example: The second instructional sheet for the first lesson in unit IIA would be IIA-A-(I2).

e. Transparencies are designated by (T) and an arabic numeral and coded to the lesson with which it will be used.

   Example: The third transparency to the second lesson of unit IIA would be coded IIA-B-(T3).

f. Evaluation instruments are designated by an E and coded to the lesson with which it will be used.

   Example: An examination to be given in the third lesson of unit IA would be IA-C-(E).

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COMPREHENSIVE VOCATIONAL TEACHER EDUCATION PROGRAM
FOR
THE MISSISSIPPI ARC REGION

UNIT PLAN

UNIT TITLE: Student Vocational Organizations

PREPARED BY: Sharon G. Sullivan DATE: July, 1980

I. INTRODUCTION:

A student organization is an integral part of Vocational Education and contributes to the overall learning experience of the student. The purpose of this unit is to familiarize vocational educators with student organizations and show how, with proper treatment, they can successfully enhance the classroom and laboratory situation, and promote citizenship and leadership for the development of the total person.

II. UNIT OUTLINE:

A. The student organization

1. The student organization as an integral part of the curriculum
2. Student organization headquarters
3. Teacher, advisor, administrator's role in student organizations

B. Development of the program

1. Organizing a student organization
2. Development of the program of activities

III. STUDENT PERFORMANCE OBJECTIVES:

The student will be able to:

A. Orally explain why a student organization is an important, integral part of the instructional program and list the advantages of having a student organization.

B. Individually or in small groups develop a funding plan for a student organization.

C. Identify the activities that are funded by federal regulation and those that are not.

D. Develop a program of activities that involves each member in the chapter.

IV. STUDENT LEARNING ACTIVITIES	RESOURCES REQUIRED
Examine student organization as an integral part of the instructional program. Listen to teacher presentation on development of the program. Participate in class discussion, small group and role playing. Develop a program of activities. Teacher examination of students by oral questions.	Overhead projector and screen Transparencies: Names of Student Organizations Student Organizational Hierarchy Chapter Activities DECA Bake Sale Leadership Need to Feel Important Handouts: Addresses of National Organization Headquarters Addresses of State Organization Headquarters Sample Program of Activities Federal Regulations on Student Organizations Student Organizations in the State Plan Critique List of Activities

V. STUDENT EVALUATION:

A. Oral Questions in class, evaluated by the teacher

B. Teacher evaluation of class activities

VI. RESOURCE MATERIALS:

AAVIM, Performance-Based Teacher Education Modules, H 1-6, Athens, Georgia, University of Georgia, 1977.

Buchovic, Nancy Jo, and Sharon A. Wallace, "FHA/HERO Enters the Classroom," American Vocational Journal, Vol. 53, No. 1 (Jan., 1978), pp. 65-68.

Doneth, John R. "DECA: An Invitation to Dialogue," American Vocational Journal, Vol. 49, No. 6 (Sept., 1974), pp. 46-47.

Eggland, Steven A., "How to Make the Student Group Truly Co-Curricular," American Vocational Journal, Vol. 49, No.

Erick, Lucille, "Integrating FHA/HERO into the Classroom," American Vocational Journal, Vol. 52, No. 4 (April, 1977)

Everything You Wanted to Know About VICA but Didn't Know Who to Ask, Texas A&M: Vocational Instructional Services.

McKenney, Gary B., "Youth Organization Activities: The Motivation Expanders," American Vocational Journal, Vol. 51, No. 8 (Nov., 1976), pp. 60-64.

Mississippi, Five Year State Plan for Vocational Education, Mississippi, 1978, 1982.

Mississippi, One Year State Plan for Vocational Education, Mississippi, 1980.

Teachers Guide: An Introduction to Vocational Industrial Education for High School Students. Texas A&M: Vocational Instructional Services, 1976.

U.S. Federal Register, 1977, Vol. 42, No. 191 (Oct. 3, 1977).

VICA: "Developing Leaders .... For Tomorrow's Industry," Texas A&M: Vocational Instructional Services.

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

Unit IIG
Lesson A

UNIT TITLE: Student Vocational Organizations

LESSON SUBJECT: The Student Organization

OBJECTIVES: Upon completion of this lesson the students will be able to:

A. Orally explain the role of a student organization as an integral part of the instructional program.

B. List the advantages of a student organization in vocational education.

C. Discuss their role in the student organization.

TEACH AIDS:

A. Transparencies:

IIG-A-(T1) - Names of Student Organizations

IIG-A-(T2) - Student Organization Hierarchy

IIG-A-(T3) - I Need to Feel Important

B. Instructional Sheets:

IIG-A-(I1) - Addresses of National Organization Headquarters

IIG-A-(I2) - Addresses of State Organization Headquarters

MATERIALS/EQUIPMENT:

A. Chalkboard and chalk

B. Overhead projector and screen

REFERENCES:

AAVIM, Performance-Based Teacher Education Modules, H 1-6, Athens, Georgia, University of Georgia, 1977.

Everything You Wanted to Know About VICA but Didn't Know Who to Ask, Texas A&M: Vocational Instructional Services.

Mississippi, Five Year State Plan for Vocational Education, Mississippi, 1980.

I. INTRODUCTION (Preparation of the Learner)

The student organization can be a valuable part of the instructional program and a valuable learning experience for the student as an integral part of the curriculum. We are going to cover what is a student organization, how to organize a chapter and how to conduct the chapter business. We will also discuss each one of your personal philosophies in the student organization.

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things For Students To Do Things For Instructor To Do And Say
A. Advantages of a student organization	1. Develops leadership 2. Develops citizenship 3. Improves skills 4. Motivates students to learn 5. Develops social skills 6. Aids in maintaining discipline 7. Provides learning experiences 8. Provides appreciation for occupation (dignity of work) 9. Personal relationship with students (for teacher-student) 10. Builds self-confidence, gives identity
List pros and cons on the chalkboard as the class discusses the problem	
B. Disadvantages of a student organization	1. Takes a lot of time 2. The student organization becoming the focus point of your program
	As you can see, student organizations provide a valuable learning experience for the student. But the degree that this learning experience is used is up to you, the teachers, the advisors, and the administrators.
C. The seven national student organizations	
Transparency: IIG-A-(T1) "Names of Student Organizations"	

1. Future Farmers of America (FFA)	1. For vocational agriculture programs
2. Future Homemakers of America (FHA)	1. For vocational home economics 2. FHA and FFA - the two oldest organizations
3. Distributive Education Clubs of America (DECA)	1. For distributive education programs
4. Vocational Industrial Clubs of America (VICA)	1. For vocational trades and industry programs
5. Future Business Leaders of America (FBLA)	1. For business and office occupations
6. Office Education Association (OEA)	1. For business and office occupations
7. American Industrial Arts Student Association (AIASA)	1. For industrial arts programs

Instructional Sheet: IIG-A-(I1)
"Addresses of National Organization Headquarters"

Instructional Sheet: IIG-A-(I2)
"Addresses of State Organization Headquarters"

Distribute brochures and pamphlets from each organization. [These materials may be ordered from the state or national headquarters' addresses on IIG-A-(I1) and IIG-A-(I2).]

D. The hierarchy of student organizations

Transparency: IIG-A-(T2)
"Student Organization Hierarchy"

1. International (VICA)
2. National
3. Regional (not VICA)
4. State
5. District
6. Local

E. Reasons for having a national or international student organization

Transparency: IIG-A-(T3)
"I Need to Feel Important"

Class discussion

1. Recognition for national awards and contests
2. Unite students from across the country
3. Travel
4. Share ideas with students from other states

F. Roles and responsibility of the advisor, teachers, and administrators in the student organization

1. Advisor (what makes a good advisor)
   1. Leadership ability
   2. Believe in program
   3. Willing to work
   4. Ability to delegate responsibility
   5. Develop interest and enthusiasm in the activities of the chapter
   6. Motivate members to work for higher degrees
   7. Motivate students to hold regular meetings conducted in business-like manner
   8. Knowledge of constitution, parlimentary procedure and ceremonies
   9. Be an example for members
   10. Be present at chapter meetings
   11. Integrate chapter activities into instructional program
   12. Be a counselor
   13. Be a go between
       a. Club members and anything having to do with club activities
       b. The chapter and area consultant, state advisor, and national organization
       c. The chapter and industry
       d. The members and parents

2. Teachers
   1. Incorporate the chapter activities into classroom or laboratory
   2. Be a counselor
   3. Be a model for the students
   4. Assist the advisor of the student organization

3. Administrators
   1. Guide for the chapter advisor
   2. Give support

III. APPLICATION (Drill, illustration, questions, participation in discussion, assignments, investigations, note taking, etc.)

Combine Steps II and III

A. Questions (after introduction)

1. Why have a student organization in your service area? (To develop the total person from your student, not just skill development.)

B. Ask the students to take 10 minutes and write a brief statement about their personal philosophy on student organization. What do they think about student organizations?

IV. EVALUATION (Verification of student's comprehension of material presented)

A. Questions asked orally in class with the student's answers being evaluated by the instructor

B. The student's participation in class activities and class discussion will be evaluated by the instructor.

V. SUMMARY (Reemphasize the important points. This summary may be given at any place in the lesson the teacher feels will be profitable to the student.)

Point 1 - The objective of this lesson was to learn more about the structure and workings of the student organization as an integral part of the curriculum.

Point 2 - What are four advantages of having a student organization?

Point 3 - What are the seven national student organizations we discussed during this lesson?

Point 4 - Why are student organizations considered an integral part of the instructional program?

Point 5 - What is your role in the student organization in your service area?

FBLA:

FUTURE BUSINESS LEADERS OF AMERICA

FHA
FUTURE HOMEMAKERS OF AMERICA

FFA:

FUTURE FARMERS OF AMERICA

OEA:
OFFICE EDUCATION ASSOCIATION

DECA:

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

VICA:

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

AIASA:

AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION

STUDENT ORGANIZATIONS

DECA - DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
1908 Association Drive
Reston, Virginia 22091

FHA - FUTURE HOMEMAKERS OF AMERICA
2010 Massachusetts Avenue, N. W.
Washington, D. C. 22036

FFA - FUTURE FARMERS OF AMERICA CENTER
P. O. Box 15160
Alexandria, Virginia 22309

OEA - OFFICE EDUCATION ASSOCIATION
1129 Morse Road
Columbus, Ohio 43229

FBLA - FUTURE BUSINESS LEADERS OF AMERICA
P. O. Box 17417 - Dulles
Washington, D. C. 20041

VICA - VOCATIONAL INDUSTRIAL CLUBS OF AMERICA
105 N. Virginia Road
Falls Church, Virginia 22046

AIASA - AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION
1201 Sixteenth St., N. W.
Washington, D. C. 20036

MISSISSIPPI
STATE ADVISORS

VICA Advisor
Walter Sillers Bldg.
Jackson, MS 39205

354-6984

DECA Advisor
Walter Sillers Bldg.
Jackson, MS 39205

354-6803

FFA Advisor
Walter Sillers Bldg.
Jackson, MS 39205

354-6804

AIASA Director
Carneal Chambliss
Assistant Supervisor of
Industrial Arts Education
Vocational - Technical
Education
P. O. Box 771
Jackson, MS 39205

FHA Advisor
Walter Sillers Bldg.
Jackson, MS 39205

354-6850

ORGANIZATIONAL HIERARCHY

NATIONAL

REGIONAL

STATE

DISTRICT

LOCAL

I need to feel important.

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

Unit IIG
Lesson B

UNIT TITLE: Student Vocational Organizations

LESSON SUBJECT: Student Organization Program Development

OBJECTIVES: Upon completion of this lesson the students will be able to:

A. Develop an innovative funding idea (and/or a chapter activity, program, speaker, etc.) during class time.

B. List the activities that are funded by the federal government and those that are not.

C. Develop a program of activities.

TEACHING AIDS:

A. Transparencies:

IIG-B-(T1) - Leadership Training

IIG-B-(T2) - Chapter Activities

IIG-B-(T3) - DECA Bake Sale

B. Information Sheets:

IIG-B-(I1) - Sample Program of Activities

IIG-B-(I2) - Activities for Student Organizations

IIG-B-(I3) - Federal Regulations on Student Organizations

IIG-B-(I4) - Student Organizations in the State Plan

MATERIALS/EQUIPMENT: Overhead projector and screen

REFERENCES:

AAVIM, Performance-Based Teacher Education Modules, H 1-6, Athens, Georgia, University of Georgia, 1977.

Buchovic, Nancy Jo, and Sharon A. Wallace, "FHA/HERO Enters the Classroom," American Vocational Journal, Vol. 53, No. 1 (Jan., 1978) pp. 65-68.

Doneth, John R. "DECA: An Invitation to Dialogue," American Vocational Journal. Vol. 49, No. 6 (Sept., 1974) pp. 46-47.

Eggland, Steven A., "How to Make the Student Group Truly Co-Curricular," American Vocational Journal,

Erick, Lucille, "Integrating FHA/HERO into the Classroom," American Vocational Journal, Vol. 52, No. 4 (April, 1977).

Everything You Wanted to Know About VICA but Didn't Know Who to Ask, Texas A&M: Vocational Instructional Services.

McKenney, Gary B., "Youth Organization Activities: The Motivation Expanders," American Vocational Journal, Vol. 51, No. 8 (Nov., 1976) pp. 60-64.

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Mississippi, One Year State Plan for Vocational Education, Mississippi, 1980.

Teachers Guide: An Introduction to Vocational Industrial Education for High School Students. Texas A&M: Vocational Instructional Services, 1976.

U.S. Federal Register, 1977, Vol. 42, No. 191 (Oct. 3, 1977).

VICA: "Developing Leaders .... For Tomorrow's Industry," Texas A&M: Vocational Instructional Services.

I. INTRODUCTION (Preparation of the Learner)

We have discussed the basics of the student organization, now the next step is to develop the chapter and help provide a direction for the chapter's program of activities. You may ask yourself exactly what is a program of activities and why should the chapter I advise have one. During the next hour, I hope to answer these questions and any questions you have about the student chapter.

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things For Students To Do Things For Instructor To Do And Say
A. The steps in organizing a new chapter of a student organization are:	1. Research the organization, ask advisors in other schools about their chapters. 2. Ask permission from administrators (keep them informed of what you are doing). 3. Talk to students to determine interest. 4. Talk to community leaders and parents (ask for their support for your chapter). 5. Write the state advisor for assistance in organizing a chapter of the organization. [He (or she) will send all the information needed in organizing a chapter.]
B. Organizing the chapter	
1. Hold the organizational meeting after getting permission.	1. Read or give history of organization and its importance. 2. Read and discuss constitution and by-laws. 3. Responsibilities of officers are read from handbook and discussed. 4. Select a temporary chairperson to preside over election of president who then continues the election of the other officers. 5. Set dues 6. Dates and time of meeting
2. Other chapter activities to be completed at a later date: Transparency: IIG-B-(T1) "Leadership Training"	1. The petition for charter is completed by the secretary and signed by the president and advisor. 2. Materials sent from state office 3. Select committees to work on program of activities 4. Equipment purchased 5. Leadership training a. Parlimentary procedure b. Officers duties 6. Recruiting resource person to speak at meetings

C. The program of activities

Instructional Sheet: IIG-B-(I1)
"Sample Program of Activities"

1. Yearly plan for chapter activities
2. Details what committee or individual is responsible for each activity (clears up responsibility)
3. Gives the chapter direction

D. Reasons for having a program of activities:

Transparency: IIG-B-(T2)
"Chapter Activities"

Instructional Sheet: IIG-B-(I2)
"Activities for Student Organizations"

1. To set a course to follow with goals to accomplish
2. More difficult to stray off course when it is written down
3. Responsibility is clear -- plan ahead for activities

E. Standards for activities that are included in a program of activities:

1. From advisors', teachers' and administrators' viewpoint:
   1. Educationally sound
   2. Schedule chapter activities to coincide with classroom situation
   3. Keep on level of students (example - 9th graders not doing a senior project)
   4. Develop leadership
2. From the students' viewpoint:
   1. Activities can be fun.
   2. Worthwhile learning experience

F. Types of activities included in a program of activities:

1. Funding
2. Any program or event that calls for action from the chapter (example - committee for speakers or to get judges for contest)
3. Ideas are in official handbook

G. Rules and regulations concerned with federal or state monies

1. The following are funded by government:

   Instructional Sheet:
   IIG-B-(I2)
   "Federal Regulations on Student Organizations"

   1. Be listed in State five year and annual plans
   2. An integral part of vocational instruction
   3. Supervised by qualified education personnel
   4. Available to all students regardless whether in the student organization or not

Instructional Sheet:
IIG-B-(I3)
"Student Organizations in the State Plan"

5. Training for job with less than a B.S. degree
6. Field or laboratory work for vocational training
7. Buying instructional materials, supplies

2. The following are not funded:

1. Lodging, feeding and transportation to conventions or social assemblage
2. Purchase of supplies, jackets, for personal ownership
3. Non-instructional activities, such as athletic, social, recreational
4. Printing and disseminating non-instructional newsletters
5. Payment of membership dues

H. Funding activities that can be included in a program of activities

1. Financing activities should be:

Transparency: IIG-B-(T3)
"DECA Bake Sale"

1. Educational as well as profitable
2. Within school policies and legal restriction
3. Keep chapter goals in mind
4. To keep dues down

2. Traditional activities

1. Car wash
2. Dance
3. Selling (candy, fruit, peanuts)

3. Innovative (use student skills)

1. Building a house
2. Making Miss America buttons (West Point)

I. Public relations in the program of activities

1. Speakers for programs
2. Invite parents and community to events, meetings
3. Get out news articles on events (advance, follow-up)

J. Implementation of the programs of activities

1. Delegate responsibility to committees, officers to accomplish
2. At meeting get report from each active committee

K.	Contests as an integral part of the program	1. To use as a motivational tool (interest) 2. Travel experience 3. Meeting new people 4. Awards and recognitions 5. Educational 6. Not primary function of chapter
L.	Traps	1. Using contest just to win, not for skills and education 2. Money making machines 3. Educational experience should be the main purpose of activities.

III. APPLICATION (Drill, illustrations, questions, participation in discussion, assignments, investigations, note taking, etc.)

Combine Steps II and III

Divide the class into small groups and instruct them to develop an innovative funding idea for an imaginary chapter of a student organization to be presented in class.

IV. EVALUATION (Verification of students' comprehension of material presented)

A. Questions asked orally in class with the students' answers being evaluated by the instructor

B. The instructor will evaluate the activities accomplished in small groups or individually by the student.

C. The student will be given a post-test to evaluate the comprehension of the material.

V. SUMMARY (Reemphasize the important points. This summary may be given at any place in the lesson the teacher feels will be profitable to the student.)

Point 1 - The primary objective of this lesson was for the student to be able to develop a program of activities involving all students.

Point 2 - What are the steps a teacher goes through to organize a new chapter?

Point 3 - What activities are funded by the government and which activities are not?

Point 4 - What is a program of activities?

Point 5 - How does the advisor implement the program of activities?

MISSISSIPPI STATE UNIVERSITY CHAPTER - FUTURE FARMERS OF AMERICA
PROGRAM OF WORK - JANUARY-DECEMBER, 1980

DIVISION/ ACTIVITY	PROCEDURES	RESPONSI-BILITY	N O T E S	START/END	BUDGET	EVALUATION
I. Supervised Agricultural Occupational Experience						
1. Invite resource person to speak on job opportunities	1.a. Select speaker b. Send invitation c. Host speaker d. Send letter of thanks	1. AEE 3323		September-December	$50.00	
II. Cooperation	1.a. Develop rating sheet	1. AEE 3313	Spring	Annually	$25.00	
1. Collect course and professor information	b. Collect information c. Tabulate data d. Type, duplicate, and file	AEE 3231	Fall			
2. Participate in annual Ag Party		2. Executive Committee		September	$20.00	
III. Community Service						
1. Participate in Blood Drive	1.a. Contact student Association to determine date	1. AEE 3323		During the SA Drive	0	
2. Fruit baskets	2.a. Use churches	2. Executive Committee		January-December	0	
IV. Leadership						
1. Increase use of parliamentary procedure	1.a. Demonstrate use of parliamentary procedure	1. Executive Committee		January-December	0	

DIVISION/ ACTIVITY	PROCEDURES	RESPONSI-BILITY	N O T E S	START/END	BUDGET	EVALUATION
2. Conduct field trips for high school students	2.a. Get approval of cooperating teacher	2. AEE 3456		January-May	0	
3. Conduct "Good for America" program for elementary schools	3.a. Arrange for visits b. Schedule visits c. Prepare program d. Execute plans e. Follow-up letter	3. AEE 3456		February-May	0	
4. Exchange program with other colleges	4.a. Select school b. Select students (4-7) c. Take to university d. Make plans	4. Exec. Committee		February-December	$250.00	
5. Assist with district and state FFA contests	5.a. Contact assistant state supervisor for vo-ag for dates and assignments	5. AEE 3313		February-December	0	
6. Hold chapter public speaking contest	6.a. Have elimination in minichapters b. Winner of each minichapter enters MSU Chapter contest	6. AEE 3323		September-October	$15.00	

DIVISION/ ACTIVITY	PROCEDURES	RESPONSI-BILITY	N O T E S	START/END	BUDGET	EVALUATION
7. Investigate making video tapes of Parliamentary Procedures and Public Speaking Contests		7. Exec. Committee	Lease or sell to chapters for training teams			
V. Earnings, Savings, and Investments						
1. Fruit sale	1.a. Organize the campaign b. Advertise c. Solicit orders d. Arange for delivery and storage e. Arrange for collecting pay and delivering to customer	1. Exec. Committee		November-December	$300.00 to be paid after sale	
2. Turkey shoot with raffle		2. Exec. Committee		September-December	$300.00	
3. Concession stand at State Judging contest	3.a. Get privilege b. Determine date c. Get supplies d. Organize work team	3. AEE 3231		April	$200.00	
4. Investigate selling MSU Ag Caps and paraphernalia	4.a. Get permission	4. Exec. Committee		February-December		

I nominate Ted Smith For Vice-President!
D.E.C.A. Annual Election

IIG-B-(T1)

CHAPTER ACTIVITIES

COMPETITIVE EVENTS

PARLIAMENTARY PROCEDURE

FILMS

EMPLOYEE - EMPLOYER BANQUET

PUBLICITY

FIELD TRIPS

T.V. APPEARANCES

ALUMNI ACTIVITIES

SOCIALS

GUEST SPEAKERS

CHAPTER ACTIVITIES

The following are some activities that can be included in your chapter's program of activities:

Fund Raising

1. Concessions
2. Garage sale
3. Carnival booth
4. Dance
5. Movies
6. Basketball games
7. Rent-a-kid
8. Turkey shoot
9. Sales (fruit, candy, peanuts)
10. Building items for selling
11. Womanless beauty pagent

Socials

1. Get acquainted or recruitment party as soon as school begins
2. Open house for parents
3. Employee-employer banquet
4. Christmas or valentine dance
5. Award party at end of the semester
6. Picnics, cookouts

Community Service

1. Help organize and initiate a new VICA chapter
2. Get out and vote campaign
3. Help needy family (food)
4. Collect clothing and toys for needy children
5. Visiting old age homes and hospital
6. Fund raising activities for charity
7. Safety poster contest
8. Career day
9. School or city beautification

RULES AND REGULATIONS

FEDERAL REGISTER, VOL. 42, NO. 191 -- MONDAY, OCTOBER 3, 1977

104,513 Activities of vocational education student organizations

(a) A State may use funds under its basic grant to support activities of vocational education student organizations which are described in its approved five-year State plan and annual program plan and which are:

(1) An integral part of the vocational instruction offered

(2) Supervised by vocational education personnel who are qualified in the occupational area which the student organization represents; and

(3) Available to all students in the instructional program without regard to membership in any student organization.

(b) An integral part of vocational instruction includes:

(1) Training in an organized educational program which is directly related to the preparation of individuals for paid or unpaid unemployment in a career requiring other than a baccalaureate or higher degree; or

(2) Field or laboratory work incident to the vocational training; or

(3) Development and acquisition of instructional materials, supplies, and equipment for instructional services.

(c) An integral part of vocational instruction does not include:

(1) Lodging, feeding, conveying, or furnishing transportation to conventions or other forms of social assemblage;

(2) Purchase of supplies, jackets, and other effects for students' personal ownership;

(3) Cost of non-instructional activities such as athletic, social or recreational events;

(4) Printing and disseminating non-instructional newsletters;

(5) Purchase of awards for recognition of students, advisors, and other individuals; or

(6) Payment of membership dues

(Implements Sec. 120 (b) (1); 20 U.S.C. 2330; 31 U.S.C. 551.)

The following must appear in the local plan for the student organization to receive recognition and funding:

7.0 STUDENT ORGANIZATIONS

7.1 VOCATIONAL STUDENTS - Give a description of ongoing student organizations and the degree of participation in these activities.

7.2 EXPANSION AND DEVELOPMENT - Explain plans for expanding and developing activities for vocational students in all categrories.

7.3 OVERALL SCHOOL ACTIVITIES - Describe how the vocational students are involved in the overall student activities of the school.*

*From the 5 Year State Plan for Vocational Education, Mississippi, 1978-1980

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TEST

True or False - Circle the correct answer.

T F 1. Student organizations are completely separated from classroom instruction.

T F 2. Leadership training is an important function of a student organization.

T F 3. A Program of Activities is a guide with goals for the chapter to follow.

T F 4. Teachers, other than the advisor, should not become involved with the student organization.

T F 5. Membership dues are not to be paid with government money.

T F 6. The first step in organizing a new chapter is to hold the organizational meeting.

T F 7. The Program of Activities should include activities so that all the students can participate.

T F 8. Government monies will be allocated to student organizations if it isn't in the local and state annual plans.

T F 9. Government monies will purchase instructional materials for all students.

T F 10. Student organizations should be used as an educational experience for the student.